A.P. Literature: Creating an Outline for Your Inquiry

\*shared from Mrs. Maloney’s class

Based upon your reading and analysis of your first novel, you will create an outline. Over time you will add to this outline; in the process you will be preparing to write your term paper. Creating this outline will make writing your term paper easier.

Your outline will be due on **Wednesday, February 8th**.

Some essential questions embedded in our Extended Inquiry:

* What is the meaning of literature?
* How does literature convey meaning?
* How does literature help us understand ourselves, others and/or the world in which we live?

Some skills embedded in our Extended Inquiry:

* Reading through an inquiry lens
* Critical reading of novels of high literary merit
* Application (via critical reading) of knowledge of narrative elements and other literary devices
* Writing about literature
* Reading literary criticism – and using criticism to support, deepen, argue your reading; and to deepen your ability to read, to analyze, and to write about literature.
* Synthesis across multiple works of imaginative literature, and with infusion of research sources

All of the criteria of the timed essay should be met (and exceeded) as you develop your outline.

You will start with a base *such as* the one on the attached sheet; and you will build an outline based on ideas you expressed in your timed writing. You can also add to this other thinking/reading that you were not able to include out of time constraints and/or otherwise.

You will **include quotations** from the novel that you plan to discuss in your term paper.

Once (or perhaps as) you convey your thinking about your first novel, you will also insert quotations/paraphrase/summary\* from the **critical article(s)** – the literary criticism – you selected. You will, of course, need to think about where and how the criticism will inform your own writing.

* You can, for example, use criticism to support and deepen ideas you have.
* You can use criticism to present a new, related idea.
* You can use criticism to defend your point – and to counter a different view presented by the criticism.

To avoid plagiarism, note that you MUST keep track of when/where you borrow from a source; always put quotation marks around words you are borrowing; record page numbers too.

While we are at it, it’s a great idea to start a Works Cited document. You can do this in minutes via [www.easybib.com](http://www.easybib.com) and other such cites. Make sure that you start a Works Cited page for your first novel, your first critical article, and for your second novel. I usually save a Word page and then add entries to it later; this can prevent loss of earlier work.

Discussing literary techniques

What can you consider when you read and analyze a novel?

We apply to our reading all of your accumulated learning about reading literature. We can consider such elements as:

**Narrative point of view/voice** (1st person? 3rd person? Limited? Omniscient?) how does the POV of the story affect what we know? Is the narrator reliable? Are there multiple narrators? Is there stream of consciousness narration?

**Characters** (flat? Round? Static? Dynamic? How do characters change – or fail to change – in texts?

**Characterization** (what methods does the author use to develop characters? How do we know about them?) do foils, for example, help us understand characters?

**Setting** (refers to the entire WORLD in which the story takes place, including its values, its inhabitants, cultural practices, emotional atmosphere, etc.); you can ask such questions as, is the character in conflict with the setting? How does setting impact character? Does the conflict arise out of the setting? Etc.

**Conflict** (and other plot elements): What are the struggles in the narrative? How are they layered, intensified, complicated, resolved?

**Theme** (does this result from conflict? Otherwise, how does it build/appear in text? Remember that theme means an idea or message; it is not simply a topic; “love” is not a theme; “the endless search for a love that makes one feel whole” could be a theme)

And multiple smaller things that could work alone or in conjunction with any other element(s), including:

Contrast

Irony

Symbolism

Imagery

Diction (connotation, denotation)

Satire

Narrative Structure (how are the pieces of the narrative assembled?)

What innovations/risks does the author use?

Author’s Writing Style

SAMPLE OUTLINE

Your Inquiry Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(put this at the top of your outline)

1. Title of First Novel
   1. First novel’s response to inquiry question (what and how): What response does the text offer to the inquiry question?/How does the text respond?/What thinking does the text offer relative to the inquiry question? AND What literary elements “carry,” or communicate, the response?

(below you will break your response into parts and will name/include passages you will discuss)

* + 1. Idea and/or technique
       1. Discussion of particular passage(s)
       2. Discussion of particular passage(s)
       3. Support/point from critical article
    2. Another idea and/or technique

1. Title of Second Novel
   1. Second novel’s response to inquiry question (what and how)
2. Title of Third Book

Third book’s response to inquiry question (what and how)

NOTE: AS YOU READ YOUR SECOND NOVEL, YOU MIGHT CHOOSE TO ORGANIZE YOUR OUTLINE DIFFERENTLY – PERHAPS COMBINING THE NOVELS MORE, BASED UPON IDEAS AND/OR TECHNIQUES; OVER TIME YOUR OUTLINE CAN CHANGE IN WAYS THAT SUIT YOUR INQUIRY.